

REVISED 10.16.2015

# Summer Reading Camp Partnerships Report

*Pursuant to Proviso 1.79,  
2014-15 General Appropriations Act*



**SC EDUCATION  
OVERSIGHT COMMITTEE**



PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | [WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

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## **Acknowledgments**

The EOC acknowledges the following individuals who provided support, assistance and input into this report.

Zelda Quiller Waymer, Executive Director  
South Carolina Afterschool Alliance

Kimberly Carmichael, Technical Assistance Manager  
South Carolina Afterschool Alliance

Greg Tolbert, President  
Boys and Girls Clubs of the Upstate

In addition, appreciation is expressed to the community partners who sponsored the after-school and summer camps and provided opportunities for the youth of South Carolina.



## **Executive Summary**

Pursuant to Proviso 1.79 of the 2014-15 General Appropriations Act, Summer Reading Camps (Appendix A), the Education Oversight Committee (EOC) is responsible for evaluating the impact of community partnerships on student academic success. Because the funds for the partnership were re-directed from summer reading camp appropriations, student academic success was defined as improving in reading. To provide additional resources to support the S.C. Read to Succeed Act of 2014 (Appendix B), the South Carolina Legislature allocated \$700,000 for the 2014-15 school year for developing and supporting community partnerships with school districts to provide after-school programs and summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. Schools with a fifty percent or greater poverty index were targeted. This evaluation report includes recommendations on the characteristics of effective community partnerships and methods for duplicating effective community partnerships in after-school and summer reading camps.

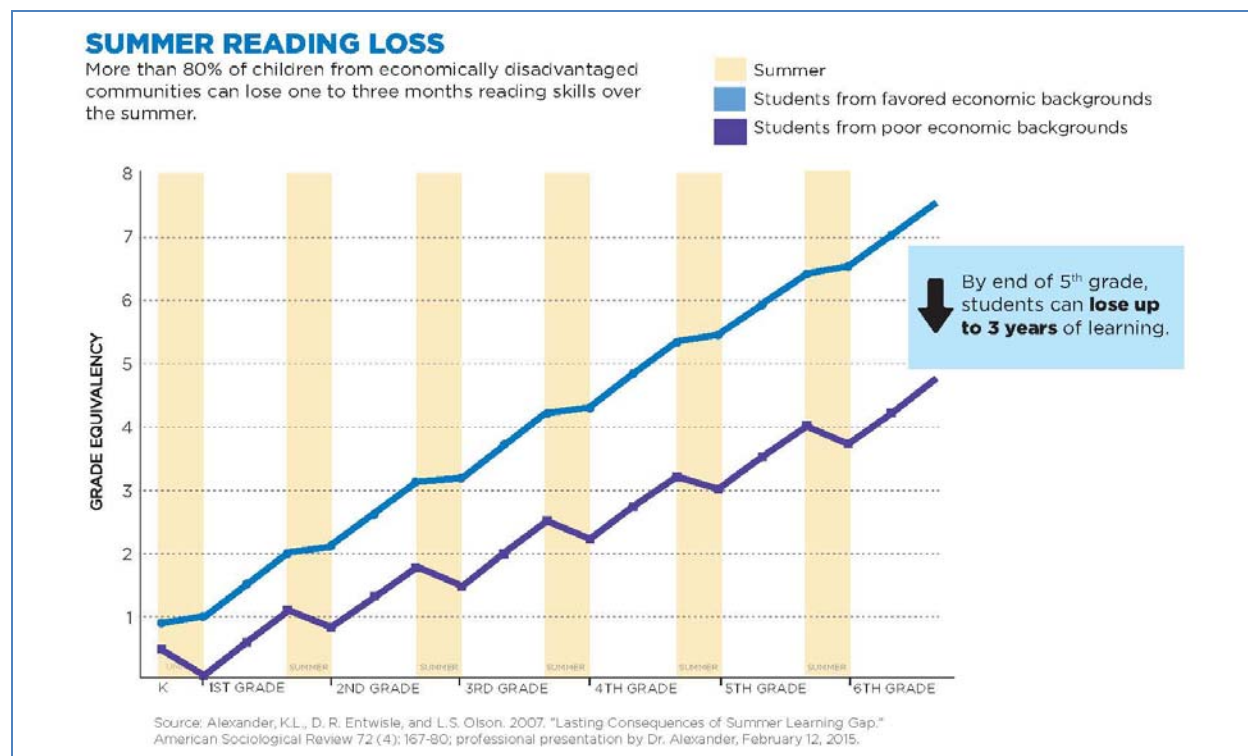
The S.C. Read to Succeed Act requires all South Carolina students completing third grade to be reading on grade level. The most recent third grade reading scores available for all South Carolina students based on the reading and research subtest of the 2014 Palmetto Assessment of State Standards (PASS) indicates 78.9 percent of all students were reading at a grade three level with a significant gap between disadvantaged and advantaged students (SCDE, 2014). In 2014, 71.0 percent of students on subsidized meals met the standard in grade three reading while 91.5 percent of students on non-subsidized meals met the grade three reading standard. This represents a decline in reading from 2013 of four percentage points based on the all students category, a decline of 5.3 percentage points for students on subsidized meals and a decline of 1.2 percent for students on nonsubsidized meals.

Despite united efforts nationwide to close the achievement gap in reading between disadvantaged and advantaged students over the past several decades, significant disparities remain. The gap in reading is disconcerting. On the National Assessment of Educational Progress (NAEP) in 2013, 17 percent of South Carolina fourth-grade students eligible for free lunch scored at the “proficient” level in reading (which is considered the level for college and career readiness), compared with 46 percent of South Carolina students who were not eligible for the free or reduced-price lunch programs (NCES, 2013). This trend holds in the eighth grade as well. Because an inequitable proportion of low-income students are from minority

populations, similar achievement gaps are found between white and African American children, as well as white and Hispanic children.

Summer learning and afterschool programs have emerged as a promising way to address the growing achievement gap between children of the poorest families and those of the most affluent. Research shows that during summer, low-income students suffer disproportionate learning loss and those losses accumulate over time, contributing substantially to the achievement gap between low- and higher-income children (Alexander, Entwisle, and Olson, 2007).

Most students demonstrate a loss during the summer months, however, the “summer slide”, has a greater effect on low income students who lose substantial ground in reading during the summer whereas more affluent students gain reading skills during the same time period (Augustine, McCombs, Schwartz and Zakaras, 2013). In addition, after-school and summer programs can benefit struggling students of all backgrounds by providing additional time to learn material they did not master during the school year.



Recognizing the effects of the summer slide as well as stagnant student performance in reading, in 2014 the South Carolina Legislature committed to interventions designed to help high poverty, low achieving students.

This report provides findings and recommendations on the implementation of after-school and summer reading programs implemented by community partnerships during Spring 2015 and Summer 2015 across South Carolina to support struggling readers. The recommendations in this report consider strategies to more effectively and efficiently utilize state and district resources to implement the S.C. Read to Succeed Act of 2014 and Proviso 1.79 in order to best serve struggling readers across South Carolina. Recommendations include starting planning early, including both the school district and community partner leaders in the planning process; ensuring adequate time is allocated for the reading instruction and establishes qualifications of reading instructors.

With the Read to Succeed Act requiring summer reading camps and Proviso 1.79 providing funds for community partnerships for after-school and summer reading camps, there is a tremendous opportunity to more effectively and efficiently coordinate services among and between school districts and community partners for students in need of additional reading instruction.

The school district has the ability to identify the students who are in most need for reading assistance and providing this assistance with trained reading professionals. Community partners offer extended learning time for students as well as enrichment activities. The coordination between these entities for summer learning and after-school programs can be effective in improving student achievement as well as enriching the lives of disadvantaged youth by developing confidence, team building, character development, life skills, and social/emotional skills through the areas of sports/recreation, arts, field trips and science.





## **Approach to the Evaluation**

This evaluation focused on the following aspects of the community partnership reading program:

- planning for the program;
- qualification and training of teachers, youth development staff and volunteers;
- student reading progress; and
- implementation of the program.

To evaluate these program features, four sources of information were utilized:

### **• Interviews and initial meetings**

An initial meeting was conducted in April 2015 with EOC staff and Zelda Waymer, Executive Director of the S.C. Afterschool Alliance, to discuss the legislative intent of the proviso and the S.C. Read to Succeed Act. Interviews were conducted with the site directors and supporting staff at 14 of the 15 sites. Additional interviews were held with the Executive Director of the S.C. Afterschool Alliance, the Technical Assistance Manager of the S.C. Afterschool Alliance and the President of the Boys and Girls Club of the Upstate. Finally, follow-up telephone interviews were held with numerous site directors. (An additional interview was conducted at a summer reading camp Easley site in the Pickens County School District although they were not funded with monies from this proviso nor part of this evaluation of funded partnerships.)

### **• Surveys**

The directors at each community partner site completed the final report form that included a survey on reflections of the implementation of the partnership reading camps (see Appendix B for a copy of the final report form.)

### **• Observations**

Site visits were conducted by EOC staff at 14 of the 15 sites. An observer checklist for the partnership summer reading program was created and utilized for the site visits (see Appendix C for a copy of the observer checklist.) Observers used this observational instrument to identify evidence and track aspects of the after-school and summer camp settings associated with improvements in student achievement in reading, such as student/teacher ratio, focused, direct reading instruction and individualized attention (Kim, 2004). A listing of the sites visited and dates are provided in Appendix D.

- **Student Data**

Reading assessment data was self-reported and submitted from each site in the form of pre- and post-reading data to indicate reading progress over the course of the after-school or summer program. Consequently, there is no independent verification of the student assessment data.

## **Overview of Reading Partnerships**

### **Role of South Carolina Department of Education**

Proviso 1.79 provided \$700,000 for the 2014-15 school year for developing and supporting community partnerships with school districts to provide after-school programs and summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina.

The South Carolina Department of Education (SCDE) was charged with the responsibility of allocating the funds to community partnerships to serve after-school and summer reading programs in school districts that have a poverty index of at least 50 percent. In January 2015, the SCDE identified the South Carolina Afterschool Alliance (SCAA) as the entity to determine the process to identify, distribute and oversee the implementation of the funds for use in after-school and summer reading camps. The Memorandum of Agreement (MOU) between the SCDE and the SCAA was signed in March 2015 (see Appendix E for a copy of the MOU.)

The MOU states the \$700,000 provided to the community partners must be used to provide additional instructional support for after-school programs and for summer reading camps. Summer reading camps must be at least six weeks in duration with a minimum of four days of instructional per week and four hours of instruction per day or the equivalent minimum hours of instruction.

The goals stated in the MOU are to improve literacy, prevent summer reading loss, and engage students in hands-on learning experiences.

The MOU between the SCDE and the SCAA states that a minimum of 600 students would be served and students should attend 80 percent of the time.

The MOU further states that funding for the after-school and summer reading programs cannot supplant the district funding for the mandated 2015 summer reading camps. Allowable expenses are books, field trips, stipends for tutors and/or teachers, professional development, and materials to provide hands-on learning experiences, to include computers, tablets, computer software, and computer programs.

Table 1 summarizes the funding disbursement per Proviso 1.79

**Table 1**  
**Summary of Fund Disbursement, Proviso 1.79**

Funds provided to 14 Boys and Girls Club Affiliates and Lee County School District for Summer Reading Camps	\$595,000
Expenses paid to the SC Afterschool Alliance (administration, travel, personnel, professional development, site visits)	\$105,000
<b>TOTAL FUNDS DISBURSED</b>	<b>\$700,000</b>

Source: SC Afterschool Alliance

### **Role of South Carolina Afterschool Alliance**

The South Carolina Afterschool Alliance (SCAA) utilized services of the statewide associations of Boys and Girls' Clubs (Clubs) as the vehicle to implement the after-school and summer reading camps. Due to timeline limitations, a non-competitive pilot project was designed and an invitation was extended to 16 Boys and Girls Clubs affiliates in March 2015. Initially, all affiliates of the Boys & Girls Clubs accepted. Once planning began, two affiliates were unable to meet the obligations of the Letter of Agreement and decided to forgo participation. A total of \$595,000 was dispersed by the SCAA to the Clubs. The Clubs volunteered to participate and received between \$25,000 and \$100,000. Each Club was to develop an after-school and/or summer reading program to target 25 or more students in grades 1-5. Students were to attend schools that had a poverty index of 50 percent or greater. Funding to each Club was to be used for certified reading coaches, professional development for professional staff, educational supplies and materials for students and program supplies and materials.

One additional site in Lee County was added due to excess funds available after all Boys and Girls Club sites were served. The additional site served priority schools in the Lee County School District defined as underperforming academically by the South Carolina Department of Education. Lee County School District received funds to extend its summer reading camp to serve students attending Priority Schools.

Greg Tolbert, President of the Boys and Girls Clubs of the Upstate, provided technical assistance and general information concerning the Reading Enrichment Camps, offered as after-school and/or summer programs. Mr. Tolbert provided assistance by helping Clubs understand the concept of the pilot plan, sharing the vision for the pilot, understanding the options with the partnerships and providing example of resources for the pilot program. Mr. Tolbert held a conference call with all interested Clubs, and took individual calls from interested sites. Mr. Tolbert also offered a session at the professional development day developed by the SCAA.

## **Professional Development**

Professional development was provided by the SCAA on Saturday, May 30, 2015. All recipients of Boys and Girls Clubs who received funding were invited to attend. The event was titled, “Promising Practices-Proven Strategies for Summer Programs”. The agenda is provided in Appendix F. The event was hosted at Midlands Technical College-Airport Campus from 10 a.m. until 4 p.m. Approximately 65 people were in attendance representing 12 of the 15 recipient sites. In addition, 18 counties were represented including Greenville, Spartanburg, Cherokee, Newberry, Aiken, Lexington, Richland, Sumter, Lee, Darlington, Florence, Williamsburg, Orangeburg, Barnwell, Allendale, Charleston, Berkeley, and Horry.

The session titles included:

1. Reading is Active!
2. Economics Using Puppets, Literature and Play-Dough
3. 21st Century Community Learning Centers Tips for Success
4. Partnering with South Carolina 4-H to Add Pizzazz to Your Summer Program
5. The STEM Detectives
6. Easy STEM-Literacy Integration with Talk to Me

A number of partners assisted in the professional development including SC Economics, 4H, EdVenture Children’s Museum, Boys and Girls of the Upstate, Through My Window (Springfield, MA) and SCAA staff.

Participants were asked to evaluate each session. A total of 100 percent of the evaluations were returned (see Appendix G for a copy of the workshop session evaluation.) The results of the evaluation indicated 95 percent of the participants were satisfied with the sessions. Satisfaction is defined as the percentage of participants who marked “agreed” or “strongly agreed” on the evaluation.



## Community Partnerships

A total of 15 clubs implemented either the after-school or summer reading partnership program. Of the 15 sites, one site implemented after-school only, two sites implemented both after-school and summer and 11 sites implemented the summer only portion of the program. The 15 sites served a total of 658 students. A state map of the counties and sites served can be found in Appendix H.

Each summer site started the summer reading program the week after the local schools ended the school year (approximately the second week in June) and completed the program between July 31, 2015 and August 3, 2015. The after-school sites began in April 2015 and completed their programs the last week of the regular school year with the exception of one site that began in January 2015.

The average number of days allocated to the summer program was 32 with one hour per day devoted to literacy instruction. The average number of days allocated to the after-school program for reading instruction was 22 averaging one hour per day devoted to literacy instruction.

Of the students who participated in the program, 55 percent were male and 45 percent were female. In addition, 79 percent of the students were African American, 12 percent were white, seven percent Hispanic and two percent were other. Of the clubs who provided data on English language learners and exceptional needs, 11 percent of the students were listed as English language learners and 4 percent were listed as exceptional education students.

Sites did not provide the attendance data for students. However, the sites reported student attendance as a common challenge. Several sites reported that attendance during the summer especially after the July 4th break was often intermittent and some students did not finish the program.



**Table 2**  
**Community Partnerships**

<b>Recipients of Funds from Proviso 1.79</b>				
<b>Recipient</b>	<b>County(s) Served</b>	<b>School(s) Served</b>	<b>Number Students Served</b>	<b>Type of Program</b>
Boys and Girls Club of the Grand Strand	Horry	Myrtle Beach Primary; Myrtle Beach Elementary; Ocean Bay Elementary; Carolina Forest Elementary; Myrtle Beach Intermediate	72	Summer
Boys and Girls Clubs of Southern Carolina	Barnwell, Allendale	Fairfax Elementary; Allendale Elementary; Macedonia Elementary; Barnwell Primary; Barnwell Elementary	34	Summer
Boys and Girls Club of Low Country	Beaufort	Bluffton Elementary; Red Cedar Elementary; MC Riley Elementary; Pritchardville Elementary; Ridgeland Elementary	94	Summer
Boys and Girls Clubs of Midlands	Richland	Taylor Elementary	30	After-school
Boys and Girls Club of the Upstate	Cherokee	Mary Bramlette Elem; Luther Vaughn Elem	34; 35	After-school and Summer
Boys and Girls Clubs of Pee Dee	Florence, Darlington	Thornwell School of Arts, Washington St. Elem; West Hartsville Elem; Carolina Elem (10; Wallace-Gregg Elem; North Vista; Savannah Grove; Timrod; Brockington; McLaurin; Carver; Briggs; Dewey Carter; Moore Elem Schools	25; 25	After-school and Summer
Boys and Girls Clubs of York County	York	Northside Elem; Ebenezer; Bellview; York Rd.; Mt. Holly; Rosewood; Oakdale; Richmond; Ebinport; Independence; Finley; York Prep	35	Summer
Orangeburg Area Boys and Girls Club	Orangeburg	Elloree Elementary	32	Summer

Recipient	County(s) Served	School(s) Served	Number Students Served	Type of Program
Salvation Army Boys and Girls Club of Anderson County	Anderson	Midway; New Prospect; Whitehall; Spearman; Mt. Lebanon; Concord; McLees; Centerville; LaFrance; Cedar Grove	25	Summer
Salvation Army Boys and Girls Club Conway/Horry County	Horry	South Conway Elem; Homewood Elem; Conway Elem	34	Summer
Salvation Army Boys and Girls Club of Greenville	Greenville	AJ Whittenburg Elem; Alexander Elem; Sara Collins Elem	24	Summer
Salvation Army Boys and Girls Club of Sumter	Sumter	Crosswell; Kingsbury; Lemira; Millwood; Wilder; Cherryvale; Willow Drive	42	Summer
Salvation Army Boys and Girls Club (Nancy M Thurmond)	Aiken	North Aiken Elementary	26	Summer
Fort Jackson Child Youth Services	Richland	Polo Road; Catawba Trail; Forest Lake; Windsor; Sandlapper; LB Nelson; North Springs; Rice Creek; Joseph Keels; Condor; Pontiac; Bridgecreek; Killian; Meadowfield; Horrell Hill, AC Moore	66	Summer
Lee County School District	Lee	West Lee, Lower Lee, Bishopville	25	Summer
<b>Total Students Served:</b>			<b>658</b>	

Note: Funded Clubs and Lee CSD received between \$25,000 and \$100,000. Allocations by Club and district were not provided.

### Assessment of Reading

A plethora of reading assessments were used at the various sites as pre- and post-reading assessments. All reading scores and student numbers in pre- and post-tests were self-reported. For this reason, comparisons of reading progress among sites could not be determined. Also, drawing conclusions on student performance using these data is strongly cautioned, as limited data was available to determine the growth of reading at each site. Note: Sites were not identified by name within Tables 3 and 4.

**Table 3**  
**Reading Progress in After-school Partnership Programs**

Site	# of students in pre-test	# students in post-test	Reading Growth	Reading Assessment
1	25	25	12.8 percent of students reading at or above grade level	Stride
2	30	30	Mean RIT gain of 8.7	MAP
3	34	34	13 of 34 students showed an increase in reading scores; 21 of 34 showed a decrease in reading scores; 4 of 34 students stayed at the same reading level.	i-Ready

**Table 4**  
**Reading Progress in Summer Reading Programs**

Site	# students in pre-test	# students in post-test	Reading Growth	Reading Assessment
1	26	19	Mean RIT gain of minus 3.5	MAP
2	26	26	Mean reading growth of 0.5 month	National Right to Read
3	NA	NA	No growth/progress data; students completed 20 hours of instruction	Compass Odyssey
4	27	24	57.8 percent of students answered questions correctly; category of "struggling"	Stride
5	25	25	15.1 percent increase in students working at or above grade level	Stride
6	35	35		
7	64	52	Mean reading growth of 2.3 months	i-Ready
8	25	17	Mean reading growth of 4.2 months	Running Records

<b>Site</b>	<b># students in pre-test</b>	<b># students in post-test</b>	<b>Reading Growth</b>	<b>Reading Assessment</b>
9	Not reported	Not reported	No results available	Not reported
10	33	31	No results available	System 44
11	34	9	2.5 months	MAP
12	Not reported	Not reported	No results available	Not reported
13	35	35	Mean reading growth of .7 month	San Diego Quick Assessment
14	29	29	Reading growth could not be determined	Kidzlite



## Findings and Recommendations

### Research Highlights

Through Proviso 1.79, the South Carolina General Assembly allocated \$700,000 for the 2014-15 school year for developing and supporting community partnerships with school districts to provide after-school programs and summer reading camps that utilize volunteers, mentors, and tutors to support struggling readers in elementary schools across South Carolina. During the spring and summer of 2015, 15 partnerships were allocated funds to implement after-school and/or summer programs to provide literacy instruction to improve student performance in reading.

Research shows low income students suffer learning loss over the summer and that these losses accumulate over time. These losses contribute to the increasing achievement gap evidenced as students matriculate through the school system (Alexander et al., 2007). Summer learning and after-school programs can be effective in improving student achievement as well as enriching the lives of disadvantaged youth by developing confidence, team building, character development, life skills, and social/emotional skills through the areas of sports/recreation, arts, field trips and science.

From the perspective of policymakers, grant funders, educators and parents, the primary goal of summer learning and after-school programs is to prevent learning losses that occur over the summer and to add additional time for students learning. Studies have documented the components of summer learning programs that are associated with improved student performance (McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter and Cross, 2011). In many studies of after-school tutorial activities, students continue to make progress while in the tutoring programs (Bond, 2002).

While the research is clear that summer learning programs can benefit students, not all summer learning programs studied have resulted in positive outcomes for enrollees (Kim, 2004; Borman, Goetz, and Dowling, 2009; and Kim and Guryan, 2010). Research studies and best-practice literature show that effective programs providing high-quality academic opportunities share a number of features:

- **Structured instruction** in reading, writing, and mathematics. Instruction should be consistent with state and local content standards and match students' academic needs.

- **Adequate intensity and duration of instruction.** Experts recommend that academic instruction last at least three hours a day, five days a week, for five to six weeks.
- **Certified teachers providing academic instruction.** Academic instructors should hold the appropriate certification and be selected because of their interest in and appropriateness for summer instruction of low-achieving students.
- **Lower student-to-adult ratios than those in the regular school year.** Lower ratios permit more attention to the needs of individual students.
- **Enrichment activities to supplement academic content.** Enrichment activities often involve music, art, sports, and community service and may entail reading and writing. Regular academic teachers, private program staff, outside contractors, or volunteers, might lead them from the community. Enrichment activities attract students to attend voluntary programs regularly, incorporate additional hours to a day to make the program more convenient for working families, and help bridge the “opportunity gap” that exists between low-income and higher-income students during the summer. In some districts, programs try to integrate academic content into enrichment activities.
- **Consistent daily attendance.** In order for students to benefit from the summer program, they must regularly attend.

## Findings and Recommendations

The following section outlines findings and recommendations on the planning, organization and implementation of after-school and summer reading programs implemented by community partnerships during the 2015 spring and summer across South Carolina to support struggling readers.

- **Finding 1:** The partnership sites were equipped with adults who were attentive, compassionate and patient with children and provided a positive, nurturing atmosphere for developing some of the world-class skills and life career characteristics. However, only 41 percent of the after-school or summer programs reported having certified teachers teaching and/or assessing students in reading in their program. Additionally, based on questionnaires and interviews with the site directors, 73 percent of the sites reported having challenges with how to effectively implement a reading program including using teaching strategies and results of assessment.
- ✓ **Recommendation 1:** Reading instruction requires teachers who can evaluate the strengths and weaknesses of children and can design individualized reading programs to meet widely varying needs. The role of well-trained and supervised volunteer tutors should be to expand children's opportunities for practicing reading and for motivational support, not to provide primary or remedial instruction (Denton, 2000.) Youth development staff, tutors and volunteers should be provided training with the basic understanding of the reading process and how to respond to reading issues of students.

Programs utilizing funds earmarked for partnerships, as part of the S.C. Read to Succeed Act, should employ reading specialists (effective certified, reading teachers, reading interventionists or reading coaches) in the after-school and summer program, depending on the number of students in the program. A reading specialist can provide the direction and coordination for implementation of an effective supplemental reading program including: (1) providing training to the volunteers, tutors and/or mentors on best practices; (2) administering and interpreting the progress monitoring reading levels; and (3) providing direct instruction to the students at the lowest levels.

- **Finding 2:** A plethora of reading assessments were used at the various sites as pre- and post-reading assessments. Some sites used more than one assessment. For this



reason, comparison of reading progress among sites could not be determined and limited data were available to determine the growth of reading at each site. Reading assessments reported being utilized by the sites included MAP; STAR; Stride; Compass Odessey; National Right to Read; Running Records; Lexia Core 5; System 44; an assessment guide from a textbook; i-Ready; San Diego Quick Assessment; and AmeriCorps Reading. Noncertified teachers or persons administered most of the assessments without training in the assessment administered. Some of the assessment results were computer generated and several sites reported lack of knowledge of how to access and/or interpret the reading data from the software program.

- ✓ **Recommendation 2:** Prior to the implementation of the 2015-16 Reading Community Partnerships, the SCDE should determine the reading assessment(s) to be used within the sites. Assessments should be limited to those which are instructionally sensitive to the progress of students' reading in a relatively short period of time and that can be equated so as to provide comparisons on the reading progress statewide. Training should be provided to the personnel at each site based on the assessment selected. One consideration is to use the reading assessment currently being used in the school district(s) where the students attend. The benefits would be: (1) students are more likely to be familiar with the assessment and the process; (2) student reading scores may actually be available from the school based on their last progress monitoring reading assessment to facilitate the process; and (3) the reading specialist employed would be more likely to be familiar with the reading assessment instrument.
- **Finding 3:** Based on the surveys and interviews from each site, more lead time was needed to plan and implement an effective summer or after-school reading program. Over 87 percent of the sites reported needing more lead time to develop and implement a quality reading program. The sites reported additional time was needed to identify and employ effective personnel, identify effective reading materials and software, locate leveled books for students, and coordinate with the local school districts to coordinate services provided to students in reading.
- ✓ **Recommendation 3:** Time for adequate planning and preparation is not only logical but the research has shown without the upfront time for the planning of a summer or after-school program, the chances for success are less (McCombs et al., 2011). Initiating an

after-school or summer program is similar to starting a new school year, but with less time for planning and execution. A good planning process may be the most important characteristic of a strong program. It can decrease logistical problems and increase instructional time for students.

The SCDE should initiate the process for the community partnerships in the Fall of 2015 with locations for reading sites confirmed no later than January 2016.

- **Finding 4:** Based on site reports and visits, the Club sites did not adhere to the mandated reading instruction time as stated in the Memorandum of Understanding (MOU) between the South Carolina Department of Education and the S.C. Afterschool Alliance. The MOU states the \$700,000 provided to the community partners must be used to provide additional instructional support for after-school programs and during the summer reading camps. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction.
- ✓ **Recommendation 4:** Future planning for implementation for the community partnerships should include devising ways to coordinate and provide the focused reading instruction as set forth in both the S.C. Read to Succeed Act and the MOU. The coordination and collaboration between school districts and the community partners to ensure adequate reading instructional time should be a strong consideration.
- **Finding 5:** Even though students attending school with a poverty index of at least 50% or higher participated in the programs, the students with the lowest levels in reading were not specifically identified to be served by these programs. Instead, sites served the students who volunteered for the program. Some of the students were current attendees of the Club and others were first timers. Due to time constraints, the school districts were not the primary source for identifying students in need of reading instruction. Time limitations during the planning process and implementation phase created a great challenge to include the most struggling readers.
- ✓ **Recommendation 5:** Proviso 1.79 states funds are being provided for developing and supporting community partnerships with school districts to provide after-school programs

and summer reading camps as part of the S.C. Read to Succeed Act. The Act, itself, has specific language outlining the expectations for school districts to develop community partnerships to support students in reading. Section 59-155-140 of the S.C. Read to Succeed Act states district reading plans should include strategically planned and developed partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading.

Given that the proviso and the Act are working in concert with each other, it is a reasonable expectation to coordinate efforts with the school districts and community partners to more effectively and efficiently offer reading instruction to struggling readers while developing world class skills and life character development as exemplified in the Profile of the South Carolina Graduate (Appendix J).

### **Models for Future Programs**

The state has in place requirements for school district summer reading camps for the most struggling readers in a school. While the camps are targeting grade three students who are not on grade level, the camp is available for any student to bolster his/her reading skills, if space is available. The summer reading camps are run by school districts that employ certified teachers who are reading specialists. School districts have the ability to identify the students who are in most need for the services of trained reading professionals.

Community partners have the ability to provide a myriad of additional opportunities for students in the areas of recreational/sports activities, arts, science, team building, and other enrichment activities that allow for building of positive relationships with others, character development, and leadership.

Two models are offered for consideration of future reading partnership summer programs. Model one is for the school district and the community partners to coordinate services provided to its students in reading. As part of the summer reading camps the school districts would take the primary lead, identifying students in need of additional support in preparation for reading on grade level, developing the reading program, administering the reading assessment and providing the reading instruction. Tutors, volunteers and other community partners may be directly involved during this portion of the “summer camp”.

The school district would provide the necessary reading instruction hours with certified reading teachers and provide and administer the reading assessment with the appropriate student/teacher ratio. If the sites were separate, the school district, with permission from the parents, could transport the students from the school to the partnership site. Lunch and breakfast could be provided by the school district as a summer feeding site.

The lead community partner, such as the Clubs, YWCA, YMCA, faith-based groups, public libraries, etc. would then be responsible for providing enrichment activities for students the remaining portion of the day. The enrichment activities might include, but not limited to, arts, sports, life skills, character development, reading enrichment activities, or field trips.

An excellent example of this model was seen in Pickens County School District. While this district was not one of the 15 sites, the district partnered with the YMCA and a local church to operate its summer reading camp as part of the SC Read to Succeed Act. The United Way of Pickens contributed approximately \$80,000 to support the camp. The school district designed and operated the morning session providing focused reading instruction for students identified in the district as struggling readers. The church acted as the host site and was a summer feeding site. The YMCA was responsible for the afternoon activities which consisted on sports/recreational activities, team building activities, etc. The school district provided the transportation to/from the church site.

### **Model 1**

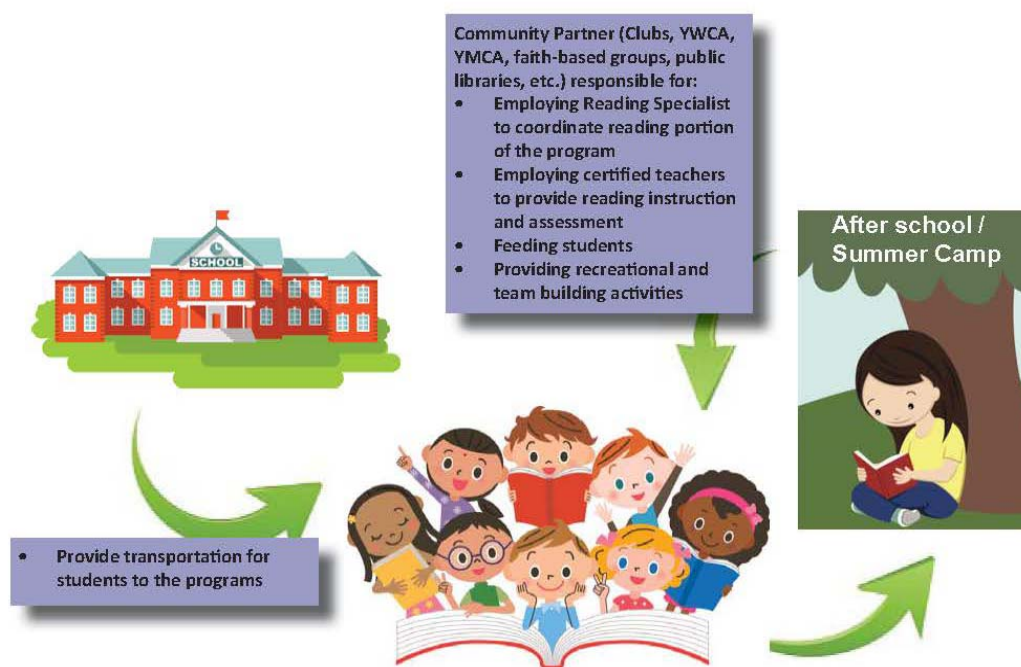


A second model would be for the community partner to be the primary for the summer reading camp as well as the remaining activities of the day. The community partner would be responsible for employing a reading specialist to plan, coordinate and implement the reading

portion of the day. In addition depending on the number of students in the summer camp, the community partner would be responsible for employing additional certified teachers to provide the reading instruction. The community partnership, with the assistance of the reading specialist, would be responsible for ensuring the community partner meets the requirements as set forth in the Read to Succeed Act of 2014, section 59-155-160. The community partner would be responsible for providing those enrichment activities as described in the model above. Transportation for the students would be the responsibility of the school district and should be closely coordinated with the district's transportation department. Meals for students would be the responsibility of the community partner with consideration given as a summer feeding site.

Sites similar to Model Two were seen in the Boys and Girls Clubs of the Upstate (Gaffney site) and York Boys and Girls Clubs in Rock Hill. Both of these sites housed the reading program at the Club and provided reading instruction by certified teachers. The Club handled the recreational and team building activities. Note: The reading portion of the program should be expanded to include at least four hours of focused reading instruction and assessment.

### **Model 2**



Both models allow for the expertise of both the school district and community partner to implement what they do best. Students would benefit tremendously from either model because they are receiving effective reading instruction and becoming better readers while also building

skills in teamwork, life skills, and character development as well as being exposed to opportunities in the arts, sciences and other locally available opportunities. Parents would be receptive to the models because of the quality instruction being provided to their child, the camp-like enrichment activities from the partner, and the convenience of full day care.

- ✓ **Finding 6:** All of the 2015 community partnerships for after-school and summer camps executed as part of Proviso 1.79 (with the exception of Lee County School District), were part of the statewide network of Boys and Girls Clubs. Given the time constraints placed on all parties involved with the implementation of the after-school and summer camps, the SCAA and the Clubs did a noteworthy job of implementing the pilot program.

For the 2015 program, the SCAA sought the services of the Boys and Girls Clubs, which offer a network of built-in after-school and summer programs. The grant process was noncompetitive. If the Club offered its services, then the funds were available. Other organizations are available to partner with school districts to offer similar programs for struggling readers, especially in areas that do not have access to a Boys and Girls Club but do have access to similar types of community partners.

- ✓ **Recommendation 6:** For 2015-16, it is recommended that a competitive grant process be implemented that opens the doors to other community partners to have the opportunity to partner with school districts to assist students in their area. These organizations may include Boys and Girls Clubs, YMCA, YWCA, faith-based organizations, United Way, local foundations, Save the Children, arts associations and other groups specific to a local area. This would be specifically beneficial to school districts in rural areas. It is also recommended that the grant applications be specific as to: what is expected to be part of the reading portion of the camp, who delivers the reading instruction and assessment and a letter from the school district indicating their specific responsibility in the program. The EOC further recommends that the Department of Education include as a requirement of the application process evidence that the community partners have already engaged the local school district in a structured collaboration. The structure should explicitly state the role and responsibilities of the school district and community partner in securing reading instruction teachers and in identifying struggling readers to participate in the programs.

**Finding 7:** All Boys and Girls Clubs go through an extensive background check on all adults in their program, including a SLED check, a national criminal background check, and the national and state sex offender check. The Clubs are to be commended for doing their due diligence in protecting the children they serve.

- ✓ **Recommendation 7:** It is recommend that any community partner be required to conduct a check similar to how the Clubs conduct their background check to ensure the safety of all of students.

- **Finding 8:** The SCAA provided training and professional development to the Clubs implementing the summer reading program. The training consisted of a one-day work session in which participants chose from up to two sessions to attend. Additional support was provided to the Clubs through technical assistance on an as-needed basis.

- ✓ **Recommendation 8:** More than half the sites reported, either through interviews from site visits or the final report surveys, the need for additional support and guidance in the planning and implementation of the reading program. The employment of a reading coach by the entity overseeing the community partnership component of the reading program (such as the SCAA) could provide the onsite support to both the school district and/or the community partner. This person could provide technical assistance and onsite guidance to the school district and/or community partner in the planning and implementation of a summer reading program. This person could also be involved in the planning of statewide professional development for the community partner initiative.

Training should also be provided to the volunteers, tutors and youth development staff in the role they play in supporting student's reading. Tutors need training that provides them with a basic understanding of the reading process before they begin tutoring. While they are tutoring, they need ongoing training and feedback to build on this knowledge and respond to problems they encounter.

Finally, expertise from the Read to Succeed Office in South Carolina Department of Education should be coordinated to assist in the staff development and technical

assistance to the sites and/or school districts.

- **Finding 9:** Approximately, 86 percent of the sites reported student attendance as a barrier to the program's success. Student attendance in summer programs is going to present a challenge. Students will not benefit from these programs unless they are attending consistently and, when attending, are engaged in academic learning that is targeted to their level.
  
- ✓ **Recommendation 9:** Attendance is a key component in a successful summer reading program. (Kim and Quinn, 2013). Best-practice literature shows that effective programs providing high-quality academic opportunities share a number of features including consistent daily attendance. In order for students to benefit from the summer program, they must regularly attend and be engaged in the academic activities.

Sites should strategize ways to increase student attendance on a consistent basis including incentives for attendance and parent contact. In addition, future reading programs should be required to document and submit student attendance as part of the data collection process.





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- Bond, S. (2002). *Introductory Guide for Implementing and Evaluating Reading Tutoring Programs*. Washington, D. C., SERVE.
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## Appendix A

### Part 1B section 1 H63-DEPARTMENT OF EDUCATION 2014-2015 Appropriation Act

1.79. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 to support community partnerships whereby community organizations would collaborate with local school districts to provide after-school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state; and (3) the remainder on a per pupil allocation to each school district based on the number of students who scored Not Met 1 on the third grade reading and research assessment of the prior year's Palmetto Assessment of State Standards administration. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

Final Report Form



**Read to Succeed  
After-school and Summer  
Reading Enrichment Camps**

**Final Report Form**

**Please return the report to:**

**Zelda Waymer  
SC Afterschool Alliance  
1611 Devonshire Drive, Suite 101  
Columbia, SC 29204  
Phone: (803) 254-5454 ext. 15  
Fax: (803) 254-5441  
zeldawaymer@scafterschool.com**

**Read to Succeed  
2015 After-school and Summer Enrichment Reading Camps**

Project Name:

Organization:

Project start date:

Project end date:

**Contact Information of Person Completing Report**

Name:

Title:

Organization:

Mailing Address:

Phone:

Fax:

Email:

Website:

**I.PROGRAM PARTICIPANTS**

**Total number of participants in your summer program:**

\_\_\_\_\_

**Total number of staff in your summer program:**

\_\_\_\_\_

**Total number of volunteers in your summer program**

\_\_\_\_\_

**Program Information**

List school (s) to be served and Number of Students per School:

School(s) Served	Number of students from school

Indicate the club/sites and locations of the Reading Enrichment program?

Name of Site (s)	Number of days program was in operation	Number of hours per day	Number of staff directly involved with teaching reading	Locations City, County

1. Your program consisted of the following staff: *(Please check all that apply.)*
  - ☐ Certified teacher
  - ☐ Boys & Girls Club staff
  - ☐ Volunteers
  - ☐ Reading Coaches
  - ☐ Mentors
2. What instrument did you use to measure students' reading growth/progress?
3. Were the students' reading assessment results shared with school officials?
  - a. If so, how was this accomplished?
4. Indicate the organizations, groups, businesses and individuals that supported or contributed to your program. .

Partner/Supporter	Contribution/Level of Support
Example: Literacy Council	Conducted pre-assessment on each student

5. Were parents involved in the Reading Enrichment Program? If so, how?
6. Was there a celebration for the students at the end of the Reading Enrichment program? Please describe.
7. What barriers/challenges did your Reading Enrichment Program face during the planning and implementation phases?
8. What successes did your reading Enrichment program experience?
9. If implemented next year, what changes would you suggest?
10. What suggestions would you make to the SC Department of Education, SC Afterschool Alliance, and/or the school district?
11. What type(s) of technical assistance would you like in the future?
12. Sustainability:
  - a. Will this program continue during the 2015-16 school year through an after-school program? Yes      No
  - b. Will you be able to implement this program next Summer (2016)?  
Yes No
13. How did you spend your Read to Succeed Enrichment Program grant funds.



## FUNDABLE ACTIVITIES

Funds may be used to support, but not limited to:

- Certified Reading Coaches
- Educational materials and supplies for students
- Professional development for summer staff
- Program supplies and materials
- Space

BUDGET CATEGORY	AMOUNT REQUESTED FROM SCAA	AMOUNT FROM OTHER SOURCES		TOTAL
		CASH	IN-KIND	
Staff				
Rental (Space/Equipment)				
Equipment Purchase				
Training & Educational Materials				
Project Supplies				
Travel				
Marketing				
Contractual/Consultants for Direct Services				
Other (Please List)				
<b>TOTALS</b>				

**Please attach copies of any media coverage your program received or any additional information you would like to include such as photos, social media posts, etc.**

**Organization Signature**

Provide an official signature verifying accuracy of above statements and project expenses.

---

*Print Name*

---

*Title*

---

*Signature, Project Director*

---

*Date*

**Please return your report to: Zelda Waymer  
SC Afterschool Alliance  
1611 Devonshire Drive, Suite 101  
Columbia, SC 29204  
Phone: (803) 254-5454 ext. 15  
Fax: (803) 254-5441  
[zeldawaymer@scafterschool.com](mailto:zeldawaymer@scafterschool.com)**

## Appendix C

### 2015 Observer Checklist for Partnership Summer Reading Program

Please use the checklist to rate the reading program alignment with the numbered recommendations according to this scale: **0**-not feasible, **1**-Area for development or improvement, **2**-Partially in place or under development, **3**-In place. Enter comments to clarify.

<b>I. Reading Program/Materials</b>						
The design of the local reading program and the plan for reading instruction/intervention includes:	0	1	2	3	Reviewer Comments	Partnership Review Comments
1. A research-based sequence of reading instruction, including instructional routines is utilized that has been proven to be effective for increasing the reading performance of students.						
2. The staff/teacher-to student ratio does not exceed 1:15.						
3. Students have access to books throughout the day that are age-appropriate.						
4. Student access to books includes multi-grade levels with a diversity of interests represented in the books based on the students' reading level.						
5. Students are engaged in reading and required to complete reading logs.						
6. The reading program focuses on explicit, direct instruction in the foundations of reading based on the needs of the student.						
7. The reading program provides reading interventions for students based on the needs and learning styles of the students.						
8. A print-rich environment is evident in the after-school and summer settings.						

II. Assessment						
The plan for assessing students includes:	0	1	2	3	Reviewer Comments	Partnership Review Comments
1. An appropriate progress monitoring instrument is used to measure reading growth.						
2. Program uses assessment results that identify the overall learning needs of each student, especially to identify specific needs of students struggling in reading.						
3. Program uses existing progress monitoring and diagnostic data to initially place and plan student instruction						
4. Program regularly monitors of student progress and adjusts instruction as needed.						
5. Includes a system to collect and document student demographics, reading growth and student attendance						
6. Staff makes adjustments in reading program based on reading needs of students.						
7. Staff is trained in administration and understanding of progress monitoring instrument.						
III. Mentors/Paraprofessionals						
The use of mentors/paraprofessionals is instrumental in reinforcing students' reading skills and includes:	0	1	2	3	Reviewer Comments	Partnership Review Comments
1. Program has a plan for mentors/tutors to provide one-on-one mentoring in reading that aligns and enhances instruction/intervention in the classroom						
2. Program staff has been provided training on identified curriculum used in partnership						

summer reading program						
3. Program staff is actively involved with students during the reading instructional period.						
<b>IV. Environment</b>						
<b>A plan to ensure a healthy and safe learning environment is evident:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reviewer Comments</b>	<b>Partnership Review Comments</b>
1. All students are provided a clean, safe, and healthy learning environment.						
2. Instructional time is effectively utilized with focused approach for reading.						
3. Daily instructional schedule was available for review.						
4. Records of students' progress and attendance were available for review.						
<b>V. Communication</b>						
<b>A plan is in place to ensure communication is provided:</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Reviewer Comments</b>	<b>Partnership Review Comments</b>
1. Parents received information about the content and implementation of the program, including regular updates on the progress of students.						
2. A communications plan is in place between the school and the program to help secure pre-assessment data on each student.						
3. A communications plan is in place between the school and the program to share students' results with their school.						

## **Appendix D**

### **Visitation Schedule for Site Observations of Community Partners Reading Camp Summer 2015**

Monday, June 22	Hartsville Boys and Girls Club
Tuesday, July 7	Fort Jackson Boys and Girls Club
Tuesday, July 14	Florence Boys and Girls Club
Wednesday, July 15	Conway Boys and Girls Club
Wednesday, July 22	Lee County School District Boys and Girls Club of Aiken
Monday, July 27	Gaffney Boys and Girls Club Boys and Girls Club of Sumter
Tuesday, July 28	Rock Hill Boys and Girls Club Boys and Girls Club of Southern Carolina
Wednesday, July 29	Boys and Girls Club of Lowcountry
Tuesday, August 4	Boys and Girls Club of Aiken
Wednesday, August 5, 2015	Boys and Girls Club of the Grand Strand

## Appendix E



### STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN  
*STATE SUPERINTENDENT OF EDUCATION*

#### **Memorandum of Agreement**

Between the South Carolina Department of Education and the **South Carolina Afterschool Alliance** (hereinafter "Community Partner").

#### **I. Background**

Proviso 1.79 allocates "\$700,000 to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of 50 percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state."

The \$700,000 provided to the Community Partner must be used to provide additional instructional support for after school programs and/or during the summer reading camps. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day or the equivalent minimum hours of instruction.

The goals of the summer reading camp are to improve student literacy, prevent summer reading loss, and engage students in extended hands-on learning experiences.

#### **II. Schools to Serve**

Schools that qualify to receive services are those that have been identified as having a poverty index of 50% or greater. The SCDE has identified 640 schools that can be served through this Memorandum of Agreement. The list of schools will be provided to the Community Partner upon signing of this agreement.

#### **III. Role of Community Partner**

The Community Partner agrees to serve in excess of 600 students from schools identified. The students must demonstrate engagement in the program by attending at least 80% of the equivalent minimum hours of instruction.

1429 SENATE STREET · COLUMBIA, SC 29201  
PHONE: 803-734-8500 · FAX 803-734-3389 · ED.SC.GOV

The Community Partner agrees to create an application by which additional community partners may request access to the \$700,000.

The Community Partner agrees to be responsible for providing funds to those additional community partners.

The Community Partner agrees to monitor implementation of the programs of those additional community partners provided funds.

The Community Partner agrees to collect data for the Education Oversight Committee.

#### **IV. Allowable Expenses**

Funds must be used to provide supplemental support for learning opportunities to elementary students during the spring and summer 2015. Funds cannot supplant district funding for mandated third grade summer reading camps. Allowable expenses are books, field trips, stipends to tutors and/or teachers, professional development, and materials to provide hands-on learning experiences, to include computers, tablets, computer software, and computer programs.

#### **V. Unallowable Expenses**

Disallowed expenditures include administrative expenses in excess of 15% of the \$700,000 award.

#### **VI. Reporting**

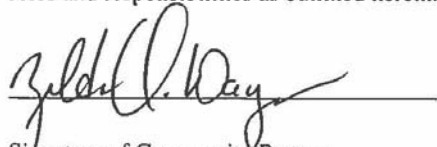
No later than September 1, 2015 the Community Partner agrees to provide data to the Education Oversight Committee for its evaluation of the partnerships.

#### **VII. Miscellaneous**

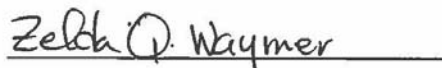
Community Partner agrees to have SCDE approve any correspondence provided to additional community partners, to include but not limited to contracts, letters, and memos.



The SCDE reserves the right to withdraw funding issued pursuant to this agreement if the SCDE determines that the Community Partner is not utilizing such funding in a manner consistent with roles and responsibilities as outlined herein.



Signature of Community Partner



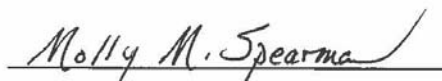
Printed Name of Community Partner

3/12/2015

Date



Signature of SCDE or Designee



Printed Name of SCDE or Designee

3/12/2015

Date

Returned signed Memorandum of Agreement and Specific Parties Agreements to:

Candice Michelle Lowman  
Education Associate, Read to Succeed  
Office of School Transformation  
South Carolina Department of Education  
1429 Senate Street, Room 605-A  
Columbia, SC 29201

1.79. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics

of effective partnerships and on methods of duplicating effective partnerships throughout the state; and (3) the remainder on a per pupil allocation to each school district based on the number of students who scored Not Met 1 on the third grade reading and research assessment of the prior year's Palmetto Assessment of State Standards administration. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

## Appendix F

# PROMISING PRACTICES-PROVEN STRATEGIES FOR SUMMER PROGRAMS

Professional Development Day

**Supporting Students through after school and summer learning opportunities**

Saturday, May 30, 2015

10:00 am – 4:00 pm

WiFi Information:

Username: guestwifi

Password: anywherefromhere

**Midlands Technical College – Airport Campus**  
Academic Center  
1260 Lexington Drive  
West Columbia, South Carolina 29170

9:30 am

Registration

Lobby Area

10:30 am

Auditorium, Academic Center

10:30-10:35 am

Opening

**Zelda Q. Waymer, Executive Director**  
South Carolina Afterschool Alliance

10:35-10:40 am

Welcome

**Diane Carr, Associate Vice President**  
Midlands Technical College

10:40-10:45 am

Greetings

**Sam Johnson, Chair**  
Board of Directors  
South Carolina Afterschool Alliance

10:45 – 10:50 am

Remarks

**Greg Tolbert, Afterschool**  
Ambassadors Emeritus

10:50 – 11:00 am

Break





**11:00 am – 12:30 pm**

**Breakout Sessions (All workshops are located on the 2<sup>nd</sup> Floor)**

**Note: Academic Center (AC)**

Session 1:	Reading is Active!	Room: AC 209
Session 2:	Economics Using Puppets, Literature and Play-Dough	Room: AC 213
Session 3:	21 <sup>st</sup> Century Community Learning Centers Tips for Success	Room: AC 213 A
Session 4:	Partnering with South Carolina 4-H to Add Pizzazz to Your Summer Program	Room: AC 216
Session 5:	The STEM Detectives	Room: AC 216 A
Session 6:	Easy STEM-Literacy Integration with Talk to Me	Room: AC 217 (Computer Lab)

**12:30 – 1:20 pm**

**Lunch will be served in the 1<sup>st</sup> Floor**

**Room: AC 143**

**1:30 pm – 3:00 pm**  
**Center)**

**Breakout Sessions (All workshops are located on the 2<sup>nd</sup> Floor, Academic**

Session 1:	Out of School Time Reading ~ Kidzlit and i-Ready/Learning Today	Room: AC 209
Session 2:	Economics Using Puppets, Literature and Play-Dough	Room: AC 213
Session 3:	Profile of a South Carolina Graduate – 21 <sup>st</sup> Century Work Skills	Room: AC 213 A
Session 4:	Partnering with South Carolina 4-H to Add Pizzazz to Your Summer Program	Room: AC 216
Session 5:	The STEM Detectives	Room: AC 216 A
Session 6:	Easy STEM-Literacy Integration with Talk to Me	Room: AC 217 (Computer Lab)

**3:15pm – 3:30 pm**

**Closing**

**Auditorium**

**Appendix G**  
**Professional Development Evaluation Form**



**WORKSHOP SESSION EVALUATION**

---

WORKSHOP TITLE:

DAY/DATE/TIME: Saturday, May 30, 2015

PRESENTER(S):

---

Please evaluate the workshop session by rating statements listed below.

Strongly		Strongly		No
Agree	Agree	Disagree	Disagree	Opinion

---

The workshop was informative and engaging.

The presenter(s) is/are knowledgeable about the issue or topic.

Given the time allowed, the amount of material covered was appropriate.

The presenter(s) presented the material in an organized way.

I learned innovative strategies that can be incorporated into after-school programs.

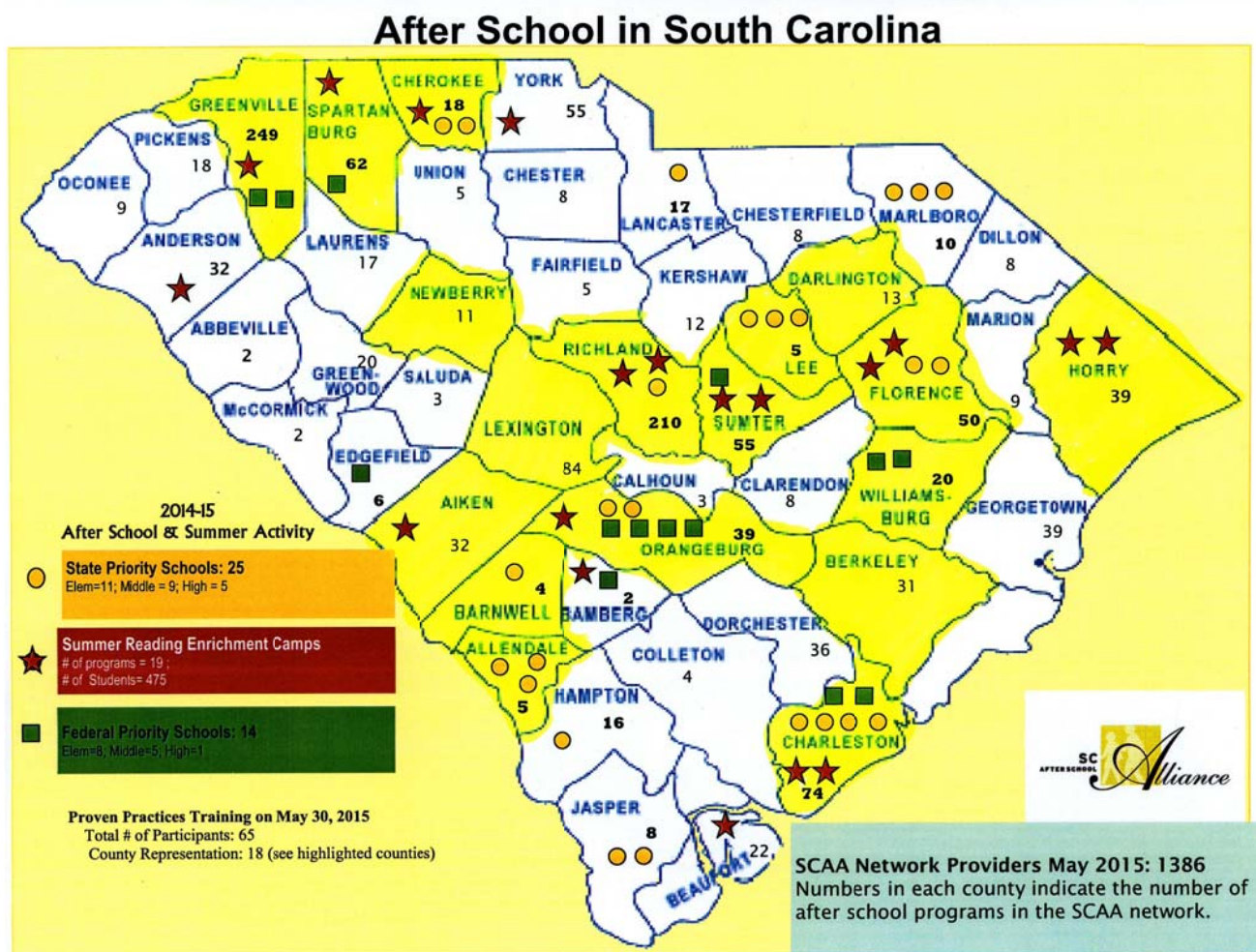
The workshop was relevant to my current and/or future professional responsibilities.

The presenter(s) met my expectations.

I would recommend this workshop to my colleagues.

Additional comments and/or suggestions:

**Appendix H**  
**Map of Community Partnership Sites 2015**



Source: SC Afterschool Alliance

Note: Some Boys & Girls Clubs operated multiple sites in more than one county.

# Profile of the South Carolina Graduate



## World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

## World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

## Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Education Steering Committee, SC Chamber of Commerce, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.





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